

Appendix A: Survey Sample

The South Dakota Department of Education, Office of Special Education, is seeking your input in order to plan professional development activities. The survey uses a set of nationally developed principles (known as INTASC* Standards) that outline what all teachers, general and special education, should know and be able to do to work effectively with students with disabilities. Under each principle is a series of skills from which you will be asked to select your top two choices for future professional development.

We invite you to take a few moments to read and complete this survey. The results of this needs assessment will assist the Office of Special Education in shaping the direction of professional development for educators. Please respond to the following questions as they relate to you directly. Responses may be anonymous.

* INTASC is the Interstate New Teacher Assessment and Supportive Consortium with a mission to promote standards-based reform through the development of model standards and assessments for beginning teachers.

Tracking Information

This needs assessment is to be completed by general education teachers, special education teachers and all related service providers. An additional survey will be available on-line for administrators, paraprofessionals, private providers in the Birth to Three Program, and teachers in institutes of higher education the spring of 2003.

School District

Position: (Check One) ☐ General Educator ☐ Special Educator ☐ Related Service Provider

Teaching Level: (Check One) ☐ Birth – Elementary ☐ Middle School
☐ Secondary

First Name: (Optional) Last Name:

Email:

Instructions:

There are ten principles with a series of skills for each principle listed below. Read through all ten principles.

Survey Items:

Principle 1

Teachers create meaningful learning experiences for students through understanding of central concepts related to the education of students with disabilities.

- federal disabilities legislation
- expanded curriculum (hearing, vision, etc.)
- transition support and services
- special education policies and procedures
- assistive technology
- content standards
- functional standards

Principle 2

Teachers provide learning opportunities that support intellectual, social, and personal development of each learner, based on the understanding of how children learn and develop.

- student learning styles
- cognitive development
- social and emotional development among children
- brain-based learning
- significant health issues in children

Principle 3

Teachers create instructional opportunities that are adapted to diverse learner needs.

- information on disabilities
- English as a second language (ESL) strategies
- cultural diversity
- family needs assessment
- bilingual special education
- communication/involvement of parents

Principle 4

Teachers use a variety of instructional strategies to encourage students' development and performance.

- co-teaching/collaborative teaching
- cooperative learning
- inclusive classroom strategies
- services in natural environments
- direct instruction
- early intervention strategies
- mastery learning
- accommodations/modifications in classroom instruction

Principle 5

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- coordination with families
- positive behavior supports
- functional behavior assessments
- conflict resolution/de-escalation of aggressive student
- student self advocacy skills
- behavior intervention plans
- creating a safe school environment

Principle 6

Teachers foster inquiry, collaboration and supportive interaction in the classroom through use of effective verbal, non-verbal, and media communication technologies.

- use of assistive/supportive technology
- adaptive technology
- Technology for Teaching and Learning (TTL) information
- computer assisted instruction
- collaboration/teaming with other professionals

Principle 7

Teachers plan instruction based on knowledge of subject matter, students, community, and curriculum goals.

- pre-school curriculum
- IFSP/IEP standards based goal writing
- collaboration with non-school agencies
- collaboration on IFSP/IEP teams
- transition (into school, through school, school to work)

Principle 8

Teachers use informal and formal assessment strategies to evaluate and ensure intellectual, social, and physical development of the learner.

- testing accommodations
- curriculum based assessment
- implementing teacher assistance teams
- functional assessment
- using evaluation data to determine goals
- portfolio assessments
- interpreting test results
- determining special education eligibility
- alternative assessment

Principle 9

Teachers are reflective practitioners who evaluate effects of their choices and actions on others and seek opportunities to grow professionally.

- monitoring student progress
- family/school relationships
- peer coaching/mentoring
- using technology to manage workload
- data based decision making
- effective communication skills
- working as special/regular education teams

Principle 10

Teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

- collaboration/team building
- roles of the para professional
- roles of related service providers
- collaboration with medical community
- roles of IFSP/IEP team members
- family/community involvement
- school/business partnerships